



2617. 3297. 06302011

20

## STATE BOARD of ELEMENTARY and SECONDARY EDUCATION

P.O. Box 94064, Capitol Station, Baton Rouge, LA 70804-9064 · PHONE: 225-342-5840 · FAX: 225-342-5843

July 1, 2010

James Garvey  
1<sup>st</sup> BESE District

Louella Givens  
2<sup>nd</sup> BESE District

Glenny Lee Buquet  
3<sup>rd</sup> BESE District

Walter Lee  
4<sup>th</sup> BESE District

Keith Guice  
5<sup>th</sup> BESE District

Chas Roemer  
6<sup>th</sup> BESE District

Dale Bayard  
7<sup>th</sup> BESE District

Linda M. Johnson  
8<sup>th</sup> BESE District

John Bennett  
Member-at-Large

Connie Bradford  
Member-at-Large

Penny Dastugue  
Member-at-Large

To: Ms. Rita Mann, Superintendent  
Beauregard Parish School Board

From: Jeanette B. Vosburg, Executive Director

Subject: 8(g) Student Enhancement Block Grant

Project Log No.: 006-111

Title: Prekindergarten Program for At-Risk Four Year-Olds

Allocation: \$179,580.00

On behalf of the State Board of Elementary and Secondary Education, I am pleased to inform you that the project listed above has been approved for funding from the Louisiana Quality Education Support Fund—8(g) in FY 2010-2011.

Your 8(g) account has been established based on the approved project budget packet. Approval is indicated by the signature of the Executive Director in the space provided. The award to your agency is provided to implement the project listed above according to the conditions and timelines set forth in the proposal.

This grant award letter contains important procedures to be followed by all recipients. It is recommended that this information be shared with all persons involved with program implementation.

Should you have any questions concerning your grant award, please contact Robyn Jenkins, Kimberly Tripeaux, or Allen Grant at (225) 342-8728. I thank you in advance for your cooperation in these matters.

On behalf of the Board, it is our desire that this 8(g) grant awarded to your agency will enhance student learning and enrich the quality of education in your system.

JBV:RJ/bt

Attachment: 2010-2011 Student Enhancement Block Grant Award Packet

c: Cindi Franks

Jeanette B. Vosburg  
Executive Director

Paul Pastorek  
State Superintendent

# A. Pre-kindergarten programs for at-risk four-year-olds

## 8(g) STUDENT ENHANCEMENT BLOCK PROJECTS State Board of Elementary and Secondary Education 2010-2011

<b>Agency:</b>		Beauregard		<b>Parish:</b>		Beauregard	
<b>Agency Head:</b>		Rita Mann		<b>Project Administrator:</b>		Cindi Franks	
<b>Title:</b>		Superintendent		<b>Title:</b>		Supervisor	
<b>Agency Fiscal Agent/Budget Contact:</b>	<b>Name</b>	Desiree Hare		<b>Address:</b>	<b>Street/ P.O.</b>	P. O. Drawer 938	
	<b>Title</b>	Lead Accountant			<b>City/ State/ Zip</b>	De Ridder, LA 70634	
<b>Phone:</b>		337-463-6732		<b>Phone:</b>		337-463-6732	
		EXT. 119				EXT. 143	
<b>Fax:</b>		337-463-6735		<b>Fax:</b>		337-463-6735	
<b>E-Mail:</b>		dhare@beau.k12.la.us		<b>E-Mail:</b>		cfranks@beau.k12.la.us	
<b>Funding Requested for 2010-2011</b> (round to the nearest dollar)				<b>Focus Area of Project</b>			
\$ 179,580.00 ✓ *				<b>Focus Area 1</b> <input checked="" type="checkbox"/> Prekindergarten programs for at-risk four-year-olds (public systems only)			
*Are Other Funds to be Utilized in Project? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		If YES, name the source(s) and amount of funds. General Fund, \$42,996.00					
<b>TO BE COMPLETED BY BESE STAFF</b>							
<input checked="" type="checkbox"/> Proposal is in compliance with Board guidelines and approval is recommended. <input type="checkbox"/> Proposal is not in compliance with Board guidelines and approval is NOT recommended.							
6/16/2010 Date		[Signature] Signature of 8(g) Staff					
<input checked="" type="checkbox"/> Request Approved  <input type="checkbox"/> Request Denied		<b>Assigned Log #</b> 006-111		Date Received in BESE Office <b>RECEIVED</b> JUN 14 2010 Board of Elementary and Secondary Education			
6-15-2010 Date		[Signature] Signature of Executive Director					

<b>Title of Project</b> (8 words or less)	Prekindergarten Program for At-Risk Four-Year-Olds		
<b>Purpose of Grant</b> (1 sentence)	The 8(g) program will improve the readiness skills of children eligible to enter kindergarten the following year and who are at risk of being insufficiently ready for the regular school program, based on screening results, with selection priority given to participants from low-income families.		
<b>Number and Description of Students To Be Served</b>	Our goal is to serve sixty children who are insufficiently prepared for the regular school program. Selection priority will be given to four year old children from low income families and screening results.		
<b>Project Implementation Date</b> (with students)	August 13, 2010 ✓	<b>Project Ending Date</b> (with students)	May 26, 2011 ✓

### Project Sites and Personnel

(List all participating schools and the primary person responsible for implementing the project at each school.)

School Site Code (found in School Directory)	School	School-Level Personnel	
		Name	Title/Position
1 006006	KR Hanchey Elementary School	Leslie Flores	Pre-K Teacher
2 006022	East Beauregard Elementary School	Julie Wascom	Pre-K Teacher
3 006006	KR Hanchey Elementary School	Tina Martin Reynolds	Pre-K Teacher
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

### Proposal Preparation

(List school-level personnel involved in the preparation of this proposal.)

Name	Title/Position	School
Elizabeth Maricle	Principal	KR Hanchey Elementary
Leslie Flores	Pre-K Teacher	KR Hanchey Elementary
Tina Martin Reynolds	Pre-K Teacher	KR Hanchey Elementary
Lynne Boggs	Principal	East Beauregard Elem.
Julie Wascom	Pre-K Teacher	East Beauregard Elem.

### Dated Certificate of Agency Head

I hereby certify that this proposed project does not supplant, displace, or replace a program funded through the Minimum Foundation Program or State General Fund.

I hereby certify that this proposed project is designed to improve student academic achievement.

I hereby certify that all 8(g) funds will not be utilized for any purpose other than educational enhancement, as specified in this proposal.

I further certify that the information contained herein is true and correct to the best of my knowledge and belief.

I certify that no resources obtained under this grant shall be utilized for any religious purposes including, but not limited to, religious education.

I understand that all funds must be expended between July 1, 2010 and June 30, 2011, and that 8(g) funds will be requested on a reimbursement basis for actual expenditures.

I certify that all expenditures of 8(g) funds will be in compliance with the approved budget packet and Board policy, and will be utilized only for educational enhancement as specified in this application. No line item amounts can be changed without prior approval, in writing, from the Executive Director (BESE).

I certify that all equipment items purchased through this project will be tagged and tracked in accordance with local school board policy and local school board property control regulations or BESE guidelines.

I hereby certify that this program will be administered in accordance with the policies and regulations of the State Board of Elementary and Secondary Education. Any deviation must be approved by the Board before funds can be expended.

I assure that this project will be implemented in a time frame that will allow for measurable results upon student achievement within the funding year.

I assure that school level personnel responsible for implementation of this project have collaborated on the preparation of this proposal.

Rita Mann

*Rita Mann* OKB2

6-10-10

(Print Name of Agency Head)

(Signature of Agency Head in blue ink)

(Date)

**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Summary Page 1**  
**2010-2011**

Funds are to be expended between July 1, 2010 and June 30, 2011.

Budget Item (Object Code)	Budget \$
SALARIES (100)	162,355.00
EMPLOYEE BENEFITS (200)	17,225.00
PURCHASED PROFESSIONAL/TECHNICAL SERVICES (300)	
PURCHASED PROPERTY SERVICES (400)	
OTHER PURCHASED SERVICES (500)	
SUPPLIES (600)	
PROPERTY (700)	
<b>TOTAL COST</b> (Round to nearest dollar)	✓ \$179,580

**Note: Each budgeted line item shall be clearly explained and justified by providing the information requested on each Budget Detail Form.**

Please note that 8(g) Grants are awarded on a reimbursement basis only. Goods and services cannot be ordered, received or paid for until after the proposal has been approved by the BESE office.

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
100		Salaries	
	110	Salaries-Regular	162,355.00 ✓
	120	Salaries-Temporary	
	130	Salaries-Overtime	
	150	Salaries-Stipend Pay	
		Object Code Total	\$162,355.00 ✓

**BUDGET NARRATIVE:** Provide description of services being proposed: number and title of positions, compensation (full-time salary, hourly rate, daily rate) and function or purpose.

**Important**

*All 8(g) funded teaching positions must be staffed with personnel certified in the area of teaching assignment. List teacher name, certification number, and area of certification for each position funded.*

*All 8(g) funded paraprofessional positions should be staffed with personnel meeting the highly qualified requirements.*

2 teachers at KR Hanchey Elementary full time salary @ \$45,348.00 and \$39,641.00  
 1 teacher at East Beauregard Elementary full time salary @ \$40,945.00  
 2 aides at KR Hanchey Elementary full time salary @\$ 11,037.00 and \$11,413.00  
 1 aide at East Beauregard Elementary full time salary @ \$13,971.00

84,989  
 40,945  
 22,450  
 13,971  
 \$162,355 ✓

Leslie Flores - #B067744 areas: Elementary Grades, Kindergarten, Nursery School  
 Tina Reynolds - #B429022 areas: Elementary Grades, Kindergarten, Nursery School  
 Julie Wascom - # C159803 areas: Family Consumer Science-Vocational, Nursery School

6

**8(g) STUDENT ENHANCEMENT BLOCK PROJECTS**  
**Budget Detail Page 3**  
**2010-2011**

Object Code	Object Sub-Code	Expenditure Category	Amount Requested
200		Employee Benefits	
	210	Group Insurance	
	220	Social Security Contributions	
	225	Medicare/Medicaid Contributions	
	230	Retirement Contributions	17,225.00
	260	Workmen's Compensation	
		Object Code Total	\$17,225.00 ✓

**BUDGET NARRATIVE:** Provide detailed breakdown of costs being proposed including type of benefit and rate for each position included in Object Code 100.

Due to insufficient grant award, the general fund will provide the remainder of the employee's share of teacher retirement system (\$ 15,570.71) as well as the group insurance (\$ 24,973.44) and medicare benefits (\$ 2,354.14) and workers compensation (\$ 97.41).

[8g paying 28.6% of benefits.]

17,255.  
 60,250.70

# A. Pre-kindergarten programs for at-risk four-year-olds

## 8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Proposal Narrative Form 2010-2011

### 1. Class Design and Instructors

a) Student to Teacher Ratio	b) Student to Adult Ratio	c) Total Days of Attendance for Students	d) No. of Instructional Minutes Per Day
20 to 1	10 to 1	177	360

e) Indicate the Name, Certification, Certificate Number, and Number of 8(g) Students Served by the Teachers Providing Direct Instruction through this project.

Name	Certification	Certificate #	8(g) Students Served
1. Leslie Flores	Elementary Grades, Kindergarten, Nursery School	B067744✓	20✓
2. Tina Martin Reynolds	Elementary Grades, Kindergarten, Nursery School	B429022✓	20✓
3. Julie Wascom	Family and Consumer Science, Vocational Nursery	C159803✓	20✓
4.			
5.			
6.			

### 2. Overview of Local Prekindergarten Programs

a) Provide the requested information for all prekindergarten programs in your district for FY 2009-2010 and FY 2010-2011.

Program	FY 2009-2010 Amount of Funding Awarded for PreK Program	FY 2009-2010 Number of Students Served by Each Program	FY 2010-2011 Amount of Funding Requested for PreK Program	FY 2010-2011 Projected Number of Students to be Served by Each Program
8(g)	167,133.00	58	179,580.00	60
Title I	0	0	0	0
Even Start	0	0	0	0
Special Education	0	0	0	0
Head Start*	0	0	0	0
REAP	0	0	0	0
EEF	0	0	0	0
Locally Funded	38,836.47	60	42,996.00	0
LA 4	0	0	0	0
Others	0	0	0	0



**3. Screening – If an agency is not providing universal access, the agency must use screening within the selection process.\*** Indicate which screening instrument was used to determine which children are potentially eligible to participate in the program. (Place a check by all that apply.)

	<b>Brigance Pre-School Screen for Three and Four-Year-Old Children</b>
	<b>Developmental Indicators for the Assessment of Learning (DIAL-R)</b>
<b>x</b>	<b>Developmental Indicators for the Assessment of Learning (DIAL-3)</b>
	<b>Denver Developmental Screening Test</b>
	<b>Early Recognition Intervention Systems (ERISys)</b>
	<b>Battelle Developmental Inventory-Screening Test</b>
	<b>Learning Accomplishment Profile-Diagnostic Standardized Assessment (LAP-D) Screen for Four-Year-Olds</b>
	<b>*This agency provides universal access.</b>

*Other Instruments for Periodic Screening of Educational, Hearing, Visual, or Other Problems interfacing with development may be used in addition to one of the aforementioned screening instruments.*

**4. Design– Provide a response to the following prompts inquiring how the project will be implemented with students**

**a) Name of the developmentally-appropriate, research-based Curriculum being used:**

Louisiana Comprehensive Curriculum, Little Treasures (Macmillan/McGraw-Hill)

**b) Describe the developmentally appropriate curriculum being used:**

Children are prepared for kindergarten with a blending of the Comprehensive Curriculum, the Louisiana Prekindergarten State Standards and the Macmillan /McGraw-Hill, "Little Treasures" program which concentrates upon the prekindergarten grade level expectations. Louisiana standards address what is important for children to know and be able to do; are aligned across developmental stages, age and level, while being consistent with how children develop and learn. The curriculum takes into account the importance of valuable experiences such as problem solving, rich play, and collaboration with peers, opportunities for emotional and social development, outdoor/physical activity, and the arts. Children are encouraged to develop a love of learning and a sense of their own competence and ability to make choices. Teachers use hands-on, small group activities to stimulate learning, encourage active engagement, and scaffold children to surpass goals.

OK  
AC

**c) Describe how the five developmental domains specified in *Bulletin 105 – Louisiana Content Standards for Programs Serving Four-Year-Old Children* being incorporated into the design:**

**Cognitive Development - Mathematical Development:** Teachers will be flexible during daily routines and strive to capture teachable moments using open-ended questioning techniques to expand mathematical concepts. Teachers strive to prepare children within the mathematics arena to increase school readiness and close the achievement gap.

**Cognitive Development - Scientific:** Students are provided with a variety of repeated opportunities to predict, observe, manipulate, experiment with, listen, reflect and respond to open-ended questions, to support higher order skills including problem-solving and making inferences to foster cognitive development processes.

**Cognitive Development – Social Studies:** The first and most important relationships are those formed by children with parents or other primary caregivers. Forming one or more such attachments sets the stage for other relationships with adults and children beyond that of the immediate family. Teachers will target concepts related to the children's immediate experiences-from home and family with a gradual expansion to people they meet in school, neighborhood, community and the larger world.

**Creative Arts -** Children are interested in the art process at least as much as they are in a final art product. Children will experience a variety of media through concrete, hands-on activities offered in a risk-free environment. Art will be an integral part of free-choice time. Freedom of artistic expression is nurtured to foster students' creativity. As the preschoolers participate in creative arts activities, important collaboration and cooperation skills will emerge.

**Health and Physical Development –** Physical development, health, and safety activities will be integrated into all curriculum areas. Activities will be structured to encourage pre-kindergarten children to explore their world, promote agility and strength, facilitate making healthy choices, and enhance neural processing.

**d) Describe the frequency and types of family early intervention strategies and activities that will be included in the program:**

Our district promotes reciprocal relationships between school and family that create mutual respect, cooperation, and shared responsibility. Beginning with a Parent Orientation, parents are welcomed and encouraged to become active participants in their child's learning. Teachers and administrators capitalize on the time designated for Parent Orientation to provide the parents with research based, child-rearing practices that nurture a positive, productive life-long school experience. Multiple opportunities for parental involvement represent an important objective of the preschool program. In the very beginning, parents are encouraged to become engaged partners in the learning process of their child. Parish-wide parent conferences, special events, activities, and educational field trips represent just a few of the opportunities to support parental involvement. Teachers make a special effort to offer written communication with parents. Emails, written notes, and newsletters are utilized to support ongoing communication between home and school. Teachers involve families as a source of information about the child (before program entry and on an ongoing basis) and engage them in the planning for their child throughout the year.

**e) Describe the classroom environment:**

Teachers are knowledgeable of the understandings and skills that are critical for preschoolers in the physical, social, cognitive and emotional domains including how learning and development in one domain can impact the other domains. Teachers use available data to carefully shape and adapt the experiences they provide to enable each child to reach learning goals that are outlined in the curriculum. Children are taught to work together collaboratively and respectfully in centers. Technology is incorporated into preschool classrooms as appropriate. Children are expected to respect self and others. Teachers model important decision making and expect children to demonstrate this and other skills that will promote student achievement. Teachers utilize data obtained by observation, portfolios, *DIAL-3*, and the *Developing Skills Checklist* to plan for centers and activities. Teachers prioritize learning experiences that will facilitate children to make meaningful connections. Young children learn best when the concepts, language, and skills they encounter are related to something they know and care about, and when new learning is interconnected in meaningful, coherent ways.

**f) Describe the outdoor playground environment:**

The outdoor play area is spacious with age-appropriate equipment appropriately suited for preschoolers, including children with disabilities. The outdoor area is intentionally arranged to highlight the interests of the children and to allow for choices of play activities. Play areas are easily accessible and promote student-teacher interaction in most instances. Safety is consistently monitored. Special materials (sand, word chips...) are added to playground equipment areas as necessary for the protection of the children. Play activities are selected to support all areas of learning and physical development.

**g) Describe the type of developmentally-appropriate hands-on activities that students will be engaged in to improve services to students:**

Students are involved with hands-on activities throughout the day. They participate in centers (child-initiated) and are involved with hands-on activities when playing indoors and outdoors. They enjoy active exploration, problem solving, experimentation with real-life, hands-on materials, and projects based upon their interest. Language stimulation through varied opportunities for self-expression and the development of creativity and imagination are nurtured during informal small group and limited whole class activities. Examples are as follows:

- » Math – blocks of various sizes and sorts
- » Literacy – retelling familiar stories using props such as puppets
- » Science – activities developed using the sand and water table
- » Social Skills – dramatic play area
- » Fine Motor Skills (use of small manipulatives, play-dough and beads)
- » Gross Motor Skills (playing outdoors, riding tricycles, running)

**h) Describe the type of developmentally-appropriate language and literacy experiences/activities that students will be engaged in:**

Teachers arrange for many experiences to enhance the development of language, cognition, and early reading skills as developmentally appropriate. Phonological awareness activities such as identifying and making oral rhymes, identifying and manipulating syllables in spoken words through segmenting and blending, onset and rhyme in spoken words, and phonemic awareness activities including playing with phonemes in words are important early literacy skills that are supported in the prekindergarten classroom. Teachers are cognizant of the important impact of oral language upon future reading development. Often children from poverty lack rich oral language skills. Knowing this, teachers are careful to provide for the development of expression and receptive language, including vocabulary, the contextual use of speech and syntax, and oral comprehension abilities. Print awareness is developed by planning appropriate experiences that allow children to interact with print to understand the purpose and the conventions of print. Preschoolers enjoy learning letters of the alphabet by purposeful play and immersion in age-appropriate experiences. Particularly helpful are the activities that allow the children to participate in nursery rhymes, singing, finger-plays, literature, read aloud selections, and the appropriate use of acceptable software. These activities are crucial for developing alphabet knowledge. Teachers optimize learning with centers, by labeling all areas, and through dramatic play.

**i) Describe the type of developmentally-appropriate numeracy experiences/activities that students will be engaged in:**

Children will have many opportunities to acquire and understand mathematical skills and concepts using concrete hands-on experiences. They will have access to tools and technology to support the application of mathematics in real life situations. Teachers will employ effective questioning skills as they capture teachable moments using open-ended questioning techniques within the developmental levels of the students. Special needs children will receive accommodation as appropriate. Teachers structure learning opportunities with the stages of math development in mind for young children, ages 4 and 5. Examples include:

- » Play number games with understanding
- » Count numbers to 10 and sometimes 20
- » Identify the larger of two numbers
- » Answer simple questions that require logic
- » Recognize increasingly more complex problems
- » Identify position words
- » Sort forms by shape
- » Compare sizes of familiar objects not in sight
- » Work multi-piece puzzles

**j) Describe the on-going assessment process that will be used to guide instruction. (The use of DSC assessments and student portfolios must be addressed.)**

Prior to entry into the 8(g) program, the children are screened with the DIAL-3. Students are assessed with the *Developing Skills Checklist* twice yearly at the beginning and ending of the school year. The pre-assessment and the post-assessment data are used for making informed instructional decisions. Beauregard teachers participate in the web-based program (DSC) for progress monitoring and reporting purposes. Additionally, assessment data guides planning and modification of program activities to differentiate instruction. Daily observation and the use of portfolios with every child comprise an important area of assessing progress. Portfolios are maintained and kept on file in the classroom, available for review by parents/guardians, the Local Education Agency and the State Department of Education. Portfolios are required to include the following contents:

- » Work samples, including items such as photos of child-created products (block creations, sculptures, dramatizations, child interviews, writing samples either actual or copies showing the development of writing, other items documenting progress over time.
- » Anecdotal records, including informal notes on the child's ability to problem solve and employ critical thinking behaviors related to classroom, social, and academic interactions.

**k) Describe how the Early Childhood Environment Rating Scale – Revised Edition (ECERS-R) will be used at the local level.**

8(g) Preschool teachers participate in ECERS-R training and updates along with Special Education supervised preschool teachers in Beauregard. Teachers utilize ECERS-R as a tool to identify classroom strengths and weaknesses. The ECERS-R instrument provides a scale for which to measure the quality of classroom environment, teacher/child interaction, and the effectiveness of activities and instruction.

**l) Describe plans for professional development for program staff:**

In keeping with staff development principles, preschool teachers participate in site-based, job embedded professional development. Data studies, research applicable to preschool, and behavior support topics are addressed regularly. This past year, the teachers were operating in ELFA schools (KR Hanchey Elementary and East Beauregard Elementary). Teachers participated in a wealth of literacy professional development at the school, district, and state levels. Grade level and faculty study groups were avenues for professional development. Grade level and monthly study groups will continue this coming year. Beauregard is a strong proponent of professional development. In past years, the 8(g) teachers have been able to attend the Louisiana State Pre-K/K Conference. We are hopeful that teachers will be able to participate in such conferences once again during the 2010-2011 year if funding allows.

**m) Other related information that helps describe the project:**

Children who meet the entry criteria for selection into preschool will be screened with the DIAL-3 screening assessment prior to entry into the class. The data collected from DIAL-3 will be utilized to inform instruction and learning to monitor and redirect progress. Testers are trained to administer the DIAL-3. Screening results are discussed with appropriate personnel and parents and reported to the state.

**n) Provide a time-line for program activities to include screening, pre-assessment, post-assessment, teacher training, parent activities, field trips, etc. (include calendar dates for holidays).**

Date	Activity
August 13, 2010	Students Report to School
Within the first month of school, Fall 2010	Parent Orientation Fall Enrollment
DSC Timeline specified During the first weeks of school, Fall 2010	Developmental Skills Checklist, Fall Administration
Varies	Seasonal /Theme Activity
Varies	Seasonal/Theme Activity
September 7, 2010	Staff Development Day, Job Embedded Professional Development
Varies	Seasonal/Theme Activity
October 22, 2010	Parent Teacher Conferences
Varies	Seasonal /Theme Activity
During the last month of school, Spring 2011	Developmental Skills Checklist, Spring Administration
Spring 2011	DSC Data Review
May 26, 2011	Last Day for Students

**o) Attach a sample classroom schedule that meets Bulletin 741 requirements.**

<b>Time</b>	<b>Activity</b>
7:40 – 7:50	Arrival
7:50 – 8:20	Breakfast
8:20 – 8:30	Restroom
8:30 – 9:00	Planned Gross Motor
9:00 – 9:15	Circle Time
9:15 – 9:25	Music/Movement
9:25 – 10:25	Center Time (Free Choice)
10:25--10:40	Small Group
10:40 – 11:05	Center Time (Free Choice) / Restroom
11:05 – 11:35	Lunch
11:35 – 11:45	Restroom
11:45 – 12:10	Outdoor Free Play/Centers
12:10 -- 12:20	Story Time
12:20-- 1:40	Nap
1:40 – 2:00	Snack/Restroom
2:00 -- 2:30	Free Play
2:30 – 2:40	Closure Activities
2:40 – 3:00	Class Reflection/Dismissal

# A. Pre-kindergarten programs for at-risk four-year-olds

21

## 8(g) STUDENT ENHANCEMENT BLOCK PROJECTS

### Measurable Objective Form

2010-2011

#### 1. Objectives

*Duplicate this form and list **each** measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.*

#### 2. How Measured

*Indicate the instrument to be used to measure each objective.*

#### 3. Summarized Results

*Data should be summarized and analyzed for **each** of the objectives listed. Attach to the report specific supportive data to document your results.*

#### Objective 1 of 3

75% of the students participating in the 8(g) Early Childhood pre-kindergarten class will score in the second, third, or fourth quartile in **math** on the post administration of the Developing Skills Checklist by May 2011.

Developing Skills Checklist Post Assessment, Spring 2011

**TO BE COMPLETED FOR END OF YEAR REPORT**



# A. Pre-kindergarten programs for at-risk four-year-olds

## 8(g) STUDENT ENHANCEMENT BLOCK PROJECTS Measurable Objective Form 2010-2011

1. Objectives	2. How Measured	3. Summarized Results
<i>Duplicate this form and list <b>each</b> measurable objective on a separate page. Number each as objective 1 of 3, 2 of 3, etc.</i>	<i>Indicate the instrument to be used to measure each objective.</i>	<i>Data should be summarized and analyzed for <b>each</b> of the objectives listed. Attach to the report specific supportive data to document your results.</i>

### Objective 3 of 3 ✓

90% of the parents or legal guardians of pre-kindergarten children served by the 8(g) preschool program will participate in at least **2 parent activities** by May 2011. ✓

Classroom Activities Parent Log with parent signatures/Sign In sheets/Communication

**TO BE COMPLETED FOR THE END OF THE YEAR REPORT**

Name: LESLIE ANN FLORES

Certificates or Permits:



**B 067744** Issued:12/30/1991  
Valid For: 12/30/1991 - Life, Valid

PDF



**P 127027** Issued:1/12/1989  
Valid For: 1/12/1989 - 1/12/1994, Not Valid

PDF



**C 127027** Issued:1/12/1989  
Valid For: 1/12/1989 - 1/12/1992, Not Valid

PDF

Degree(s):

1988 B.A., MCNEESE STATE UNIVERSITY

General Areas(s) Of Certification:

(103) NURSERY SCHOOL, 1/12/1989 ✓

(111) ELEMENTARY GRADES, Grade(s):1-8, 1/12/1989

(101) KINDERGARTEN, 1/12/1989

Print all records

Click on the certificate number above to print a specific certificate,  
or click on "PDF" to import selected certificate into PDF file.

or click here to see certification records without frame.

Name: TINA LEE MARTIN

## Certificates or Permits:

**B 429022** Issued: 5/8/2004  
Valid For: 5/8/2004 - Life, Valid

(01) VALID FOR LIFE FOR CONTINUOUS SERVICE, 5/8/2004

PDF

**C 164684** Issued: 7/24/2001  
Valid For: 7/24/2001 - 7/24/2004, Not Valid

(Y) TEACHER ASSESSMENT REQUIRED FOR HIGHER CERTIFICATE,

PDF

## Degree(s):

2001 B.A., MCNEESE STATE UNIVERSITY

## General Area(s) Of Certification:

(111) ELEMENTARY GRADES, Grade(s): 1-8, 7/24/2001

(103) NURSERY SCHOOL, 7/24/2001 ✓

(101) KINDERGARTEN, 7/24/2001 ✓

Print all records

click on the certificate number above to print a specific certificate.  
or click on "PDF" to export selected certificate into PDF file.

or click here to see certification records without frame.

Name: JULIE WYNNE WASCOM

Certificates or Permits:



**B 451581** Issued:3/24/2006  
Valid For: 3/24/2006 - Life, Valid

(01) VALID FOR LIFE FOR CONTINUOUS SERVICE, 3/24/2006

PDF



**OFAT 412735** Issued:3/11/2003  
Valid For: 8/1/2002 - 5/31/2003, Not Valid

(006) Beauregard Parish, 3/11/2003  
(413) EARLY INTERVENTIONIST - BIRTH TO FIVE, 3/11/2003

PDF



**C 159803** Issued:2/11/2000  
Valid For: 3/17/2003 - 3/17/2006, Not Valid

(003) EXTENDED FOR 3 YEARS, 3/17/2003  
(N) TEACHER ASSESSMENT NOT REQUIRED FOR HIGHER CERTIFICATE,

PDF

Degree(s):

1999 B.S., MCNEESE STATE UNIVERSITY

General Areas(s) Of Certification:

(306) FAMILY AND CONSUMER SCIENCES (VOCATIONAL), Grade(s):6-12, 2/11/2000

(103) NURSERY SCHOOL, 2/11/2000 ✓

Print all records

Click on the certificate number above to print a specific certificate,  
or click on "PDF" to import selected certificate into PDF file,

or click here to see certification records without frame